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ABSTRACT

Proceedings from this workshop sponsored by the Center for the Study of Rural Librarianship are intended to disseminate information to assist rural librarians engaged in planning and conducting public programs that explore issues related to the humanities. This report of the proceedings includes the texts of three presented papers, reactions from three panel members, and their responses to questions from the audience. In "The Changes in Rural America," Daryl Heasley and Deborah Bray Preston discuss selected changes in the rural countryside which help to explain the current rural phenomenon. Among the factors considered are population turnaround, economic growth, social progress indicators, and public services. Thomas Phelps of the National Endowment for the Humanities (NEH) looks at "The Future of NEH Programming." This paper includes a description of NEH's divisions, their missions, and the programs they handle; a discussion of some recently funded proposals which demonstrate successful projects in rural areas; and an outline of the NEH proposal review process. "Current Trends in Humanities Programming," by Richard Cheski, examines trends and briefly describes many state-based programs that have been funded by the NEH Division of State Programs in smaller public libraries. (THC)

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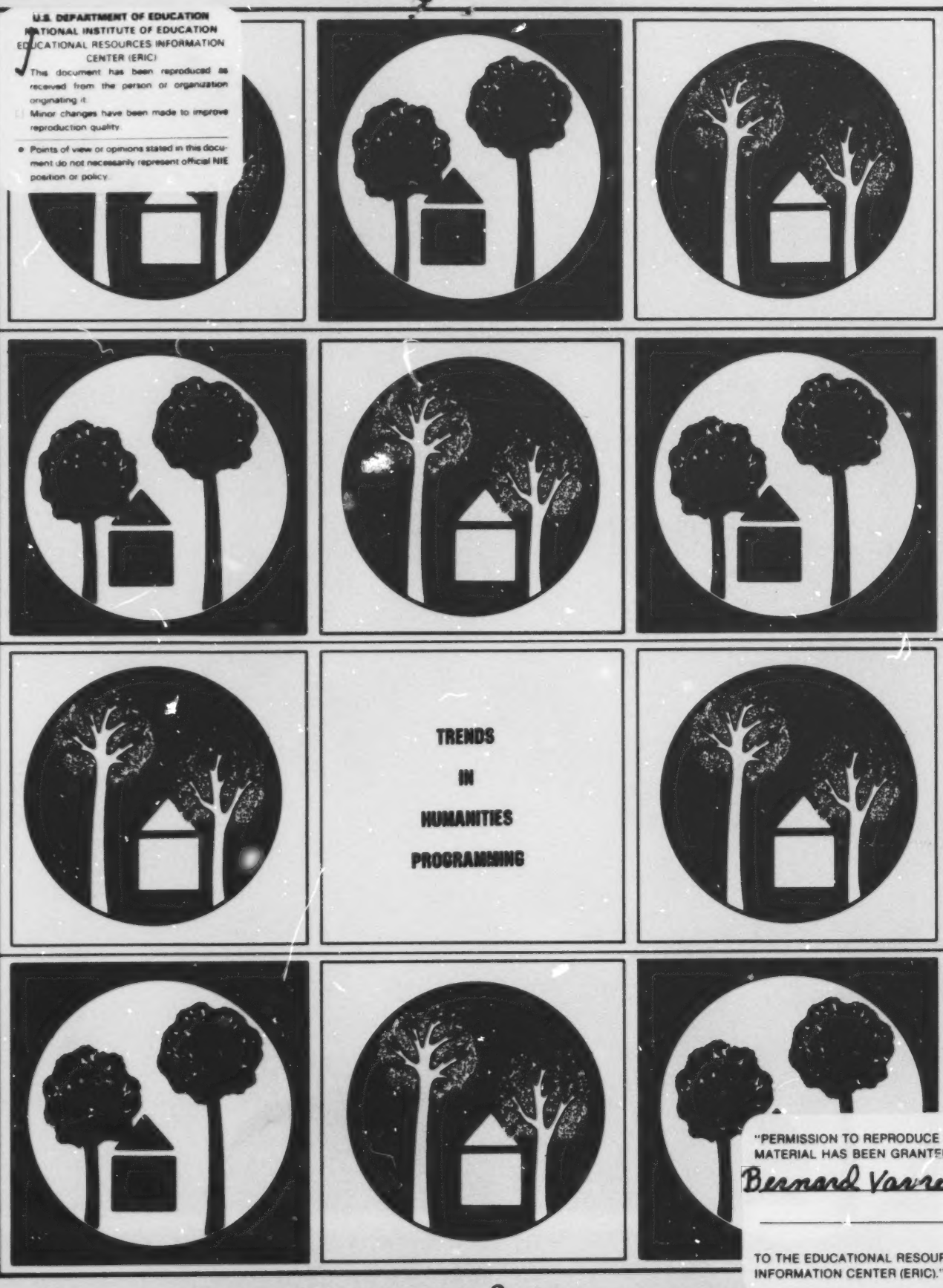

TRENDS IN HUMANITIES PROGRAMMING

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"TRENDS IN HUMANITIES PROGRAMMING"

Edited by Bernard Vavrek
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September 1, 1984

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PREFACE

This issue of Rural Libraries reports the proceedings of a workshop, "Trends in Humanities Programs: Present and Future," which was sponsored by the Center for the Study of Rural Librarianship on November 18, 1983. The workshop offered program planning advice for rural librarians. The National Endowment for the Humanities funded this workshop as part of a two-year grant. Publishing these proceedings has allowed the Center to achieve one of its long-range goals: the dissemination of information designed to assist rural librarians who are engaged in planning and conducting public programs that explore issues related to the humanities.

Special thanks are directed at Faye Larrow, who provided the original typescript from the audio tapes, and to Lora Whitney, whose sense of commitment enabled this publication to be completed. Tom Phelps, of the National Endowment for the Humanities, also deserves recognition because of his continual support.

THE CHANGES IN RURAL AMERICA

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Libraries are special places and when they are in rural areas they are even more special. Both of us, although raised in very different rural areas--one about 35 miles directly west of Clarion, Pennsylvania, and the other in Northern Ontario, Canada--have a warm appreciation for rural library services. Despite the remoteness of both of these geographic areas, there was always a library and a librarian to enrich our lives. We like what you are doing at conferences like this to make these services better. Furthermore, we know that your interest, creativity, and dedication in providing library services to rural residents go far beyond such conferences. Dr. Vavrek enumerated three challenges at the first conference sponsored by Clarion University of Pennsylvania. He stated:

> First, we can build on the momentum of interest in rural librarianship through workshops, conferences, and institutes...Second, we can perform the research necessary to illustrate the similarities and the differences of rural librarianship with other aspects of library service. Third, we can signal... those...given a responsibility to represent American librarianship that the needs of those served by the small and medium sized libraries have been neglected and must be made a part of a new creative consciousness to benefit all Americans (Vavrek, 91).

We commend your efforts in all of these areas as we believe that access to adequate library services is crucial if rural residents are to achieve and maintain a high quality of life.

In an attempt to insure that you realize your objectives, we intend to discuss selected changes in the rural countryside which help to explain the current rural phenomenon. First, we must define "rural" which is not an easy task. We use it in a general sense to mean the countryside, the village, and the small American town. These geographic areas are inhabited by people who have different values and a stronger commitment to the institutions and lifeways of the American past than do their urban counterparts. The adjective "rural" also implies deficiencies in the availability and quality of public services, increased costs and time involved in accessing these services, and difficulties in attempting to adapt urban programs to rural needs (Copp; USDA Yearbook 1970, 147).

Schmidt (1982) made the following observations on rural life:

> There are few (if any) generalizations concerning life in rural America which can be made with absolute certainty. This is not because we know so little about rural conditions...but rather, because rural areas...differ so greatly one from another...Diversity exists in geography, demography, culture, and ethnicity. It exists in the variety of political forms and it exists in the diversity of the rural economy...It represents (at the same time) a great resource in our work with those who inhabit our countryside (11).

In summation, rural areas are the backbone of America in that they are the sources of all raw materials that are essential to our high quality of life (Dillman and Hobbs, 1982). It is the

rural people, the growers and extractors of these raw materials, who represent the focus of the remainder of our discussion.

Having considered several definitional and value items as a prelude to the thesis of this address, we can now move to a discussion of selected trends in rural America and their implications for rural librarians. These trends include: the population turnaround, economic changes, improvement in housing, decreased poverty levels, increased formal educational attainment, changes in the structure of rural families, increases in rural crime, changes in local government finance and expenditures, and improvement in health care and transportation.

Population Turnaround

A significant development occurred in the pattern of population growth, beginning in the late 1960s and becoming measurable in about 1972. For the first time in more than 160 years, the population growth rate was higher in rural areas than in urban areas, despite a decline in the national birth rate (Beale, 1981). In the 1960s, rural and small town growth was 4.4 percent. Between 1970 and 1980, this growth rate had climbed to 15.4 percent (USDA, Office of Rural Development, 1983:1).

In the decade of the 1960s, the number of persons living in nonmetropolitan counties declined by 2.8 million. By contrast, in the decade of the 1970s, the number of people in nonmetropolitan counties increased by 8.4 million. This growth in the 1970s, however, was not uniform across the U.S.A. Four factors seem to have influenced this unevenness. These factors include the

growth of the extractive industries, the expansion of resort industries, the relocation of persons of retirement age, and the growth of four year plus colleges (USDA, Office of Rural Development, 1983:2).

In the Northeast Region of the U.S.A., the nonmetropolitan population increased by 12.4 percent. Similarly, a 7.8 percent increase was registered in the North Central Region. A 17.1 percent increase was noted in the Southern Region, and a 31.8 percent increase in nonmetropolitan growth was recorded in the Western Region (USDA, Office of Rural Development, 1983:2).

Uneveness of growth is just one factor which should be recognized by persons who provide services to rural areas. Another significant factor is the nature and structure of this population. Today, one in every four Americans (or 57 million people) lives in nonmetropolitan areas (USDA, Office of Rural Development, 1983:5). Twenty-eight percent of the American population 18 years of age and under lives in rural areas (Stern, 1980), as does one-third (11 million) of the nation's total elderly (Harbert and Wilkinson, 1979). Approximately 27 million women aged 16 years and over live in nonmetropolitan areas (Bescher-Donnelly and Smith, 1981). Projections suggest these population trends will continue.

These population trends suggest some obvious conclusions. There will be an increasing, but uneven demand for rural library services. Also, services will need to be geared especially to those 18 years of age and under and to those 65 years of age and over. In addition, data need to be gatnered on the types of demands such age cohorts

have placed on these services in the past in order to determine what services will be needed in the future.

Economic Growth

Population growth in nonmetropolitan counties resulted in part from expanding job opportunities.

> Rural employment growth in the 1970s outpaced urban job progress by one-third. While total employment in the United States rose at an annual rate of 2.1 percent in the 1970s, the growth rate in rural America was 2.3 percent ...and 1.9 percent in metropolitan areas (USDA, Office of Rural Development, 1983:5).

This difference was even more pronounced in those rural counties with no town of more than 2,500 persons as they averaged 3.3 percent employment growth (USDA, Office of Rural Development, 1983).

The American farmer now produces enough harvest for 75 persons--twice the output produced in the 1940s with one-third the workers. It is generally acknowledged that this drastic increase is due to the adoption of nigh technology. The term "agri-business" is often used to describe the status of most American farms (USDA, Office of Rural Development, 1983).

The farm work force seems to have stabilized at nearly six million. In addition, the rural economy has diversified and is no longer dominated by agriculture. Still, self-employment is nearly twice as common in rural as in urban America. Several reasons for this diversity become apparent. They include the following: a tax system that encourages industrial growth, abundant land at moderate prices, access to national transportation systems, and a trainable labor force. Thus, the rural economy more closely

resembles and is affected by national economic cycles (USDA, Office of Rural Development, 1983:5). This trend is expected to continue.

Traditionally, the industries based in rural areas have been those that offer lower pay. This situation may change now that more high tech industry is becoming nonmetropolitan based.

Women in America have been perceived as occupying positions that are peripheral or supportive in relation to those occupied by men, and they have not figured into the GNP (Brown, 1982). These perceptions are no longer accurate. Between 1970 and 1980, the number of nonmetropolitan women 16 years of age and over who participated in the labor force increased by 4.5 million persons or 53 percent. By 1980, 48 percent of all nonmetropolitan women were in the labor force. This increase came about as a result of the following factors: (1) more jobs were made available to women in nonmetropolitan industries and associated ancillary services, (2) a more liberal sex role ideology developed, (3) variations in family size and structure occurred, (4) families experienced increased need for another income, and (5) other changes in family roles and responsibilities occurred. Certainly, by any measure, women are contributing significantly to the economic growth in nonmetropolitan areas (Bescher-Donnelly and Smith, 1981).

These changes in the economy have implications for rural library service. Librarians will experience increased demand for information on high tech occupations, career change, computers, time management, dual wage earners, and ways to cope with family change.

Social Progress Indicators

Although educational attainment has increased, rural students (especially minority group members) are likely to enroll in school later, progress through school more slowly, complete fewer school years, and score lower on national tests than students who attend urban schools. The percentage of high school graduates among the rural population grew from 45.9 in 1970 to 62.8 in 1980, but rural education statistics are not encouraging. In fact, several aspects of rural education present problems. These disturbing aspects include the following: (1) about half the rural population age 25 and older had completed high school in 1975 (compared to about two-thirds of their urban counterparts), (2) about a quarter of rural blacks and Hispanics in the same age group had completed high school, (3) functional illiteracy remained high among rural minorities as 30 percent of rural black males and 19 percent of rural black females had completed less than five years of formal education in 1975, and (4) regardless of race, the college enrollment rates of rural students were lower than those of their urban counterparts (USDA, 1978:6). The need for supplements to rural education is great. Rural libraries can help fill this need. Ironically, perhaps tragically, federal funding for rural libraries was cut from the budget in fiscal years '83 and '84. Lobbying for restoration of these funds is crucial. These data should support your argument for the restoration of these funds.

Housing conditions in rural areas have improved markedly. However, by almost any measure of adequacy, housing continues

to be poorer in rural than in urban areas. A higher percentage of rural than urban residents are likely to live in homes that lack complete plumbing and/or are crowded, lack a complete kitchen, and have a lower market value. These problems affect blacks, Indians, migrant workers, the elderly, and single persons living in rural areas more than they do the general rural population. Several reasons for these problems can be given. These include: (1) limited access to credit, (2) limited income, (3) job instability, and (4) prejudice (USDA, 1978:6-7).

Rural poverty levels (as set by the U.S. Department of Welfare) have fallen 19 percent over the past 20 years. From 1969 to 1979, poverty levels dropped from 17.9 to 13.7 percent. This trend is positively reflected in increased median rural family incomes. Still, income is lower in rural areas for every major racial/ethnic group. Moreover, rural poverty is not evenly distributed across the regions of the U.S. Areas of chronic and persistent poverty are concentrated in the South where nearly two-thirds of the nation's poor reside (USDA, Office of Rural Development, 1983).

Significant differences exist between rural and urban poor. Urban poor families most often are headed by females, unemployed workers, or by persons not in the labor force. Conversely, more rural poor families are heavily involved in the labor force. Forty percent of these families are headed by full-time workers and almost half have two or more wage earners. Thus, poverty levels in rural areas are not associated with labor force participation, but rather with the types of jobs that have traditionally

been available in rural labor markets. Recent diversification is beginning to reverse this trend somewhat (USDA, 1978:5-6).

What can rural libraries do to assist the rural poor? Rural libraries can provide information to those who work with low-income persons or families in the following areas: careers, money management, wise use of credit, and budgeting.

Family structure in rural society has undergone significant changes. Shifts from family owned to corporate owned farms have resulted in loss of family identity and cohesion, as well as unemployment, economic problems, and increasing industrialization. The outward migration of the young has fragmented family ties and inward migration of nonrural people has caused conflicts in values and changes in social institutions (Coward and Smith, 1981, Dillman and Hobbs, 1982).

The litestyles of rural women are changing, as are the lifestyles of women in other sectors of American society. Rural women are still more likely to be married, have more children, live in large families and marry earlier than urban women. But they are beginning to enter the workforce in higher numbers (Haney, 1982, Bescher-Donnelly and Smith, 1981). Although they still value their traditional maternal role, fertility control and an awareness of the feminist movement has helped rural women become more independent and willing to exert influence in family and community affairs (Flora and Johnson, 1978).

Rural families are more likely to be headed by married couples than are urban families. Family stability is greater in that

fewer divorces occur (although the rate is rising) (Smith and Coward, 1981). Rural society is not tolerant of divorce (Larson, 1978); therefore, when divorces do occur, divorcees and children of divorced parents encounter more social disapproval.

The American family is experiencing a decline in kinship ties. Family members are moving to other geographical areas (Lee, 1980) and family life is evolving nontraditional forms with friendships and stepfamilies replacing kin networks (Macklin, 1980). Lee and Cassity (1981) have found that these factors (migration and spatial separation from kin) are also issues in rural areas. Thus, we can conclude that familial support systems are diminishing in rural as well as in urban areas. No data are available, however, on how rural people are handling this issue--especially the elderly and widowed. We do know that there are fewer human services available in rural areas to cope with this phenomenon.

Finally, a significant change has occurred in attitudes toward premarital sex. Clayton and Bokemeier (1980) state that premarital sex has increased the incidents of childbearing among teenage girls. This is the age group least likely to use contraception and most likely to have childbirth complications and bear unhealthy babies. Rural parents are more intolerant of premarital sex and are less likely than urban parents to make birth control or abortion information available (Larson, 1978). This presents significant problems for rural youth who may hold more liberal values than their parents do.

The above issues demonstrate the need in rural areas for increased

institutional support systems and inexpensive human services programs such as family education, sex education, and contraceptive education. There is also a need for mental health services, programs to re-educate women and the unemployed for better jobs, and day care centers for children whose mothers are employed. Hopefully, the 1980s will be a decade of change which will see an increase in these services. Rural libraries could help supply information in these areas.

Rural crime is on the increase in categories such as larceny, theft, misdemeanor and selected violent crimes (Rotfeld, 1983). Several factors have contributed to this rise: (1) a changing community structure that is less inhibiting; (2) the fact that children and property are less closely supervised in families where both parents work, (3) small widely spread housing developments; (4) a growing number of part-time farmers who are absent much of the day; (5) improved highways that permit a criminal to escape before his crime is discovered; (6) the tendency of many rural residents to leave doors, windows, and field equipment unlocked; (7)understaffed local police forces; and (8) a continued, but unrealistic sense of safety in rural areas (Rotfeld, 1983).

One nationwide trend that needs more research is the significant percentage increase in crimes such as shoplifting among those rural residents 65 years of age and older (Rotfeld, 1983). Materials such as those available from the National Center for Rural Crime, Columbus, Ohio, could be highlighted in rural library displays to help "take a bite out of rural crime."

Public Services

Local government expenditures (per capita) are usually a rough indicator of the level of community services available in urban/rural areas. In 1972, urban counties averaged one and one-half times higher per capita local government expenditures than did rural counties. This gap continues to widen (USDA, 1980:7).

The cautions set forth earlier about uneveness of growth in rural areas translate into overburdened facilities, understaffed services, and ill-defined growth plans in areas of rapid population growth. The opposite is true for declining rural areas (Butler and Howell, 1980). Furthermore, many local governmental units are restricted by law, by political tradition, and by economic reality (in both rapid growth areas and declining areas) from taxing adequately to furnish needed services. In 1977, 43 percent of the rural governmental expenditures came from State and Federal Aid ($299 per capita) (USDA, 1978:6). Block grants may help loosen the local government revenue/expenditure crunch if local governments avail themselves of these resources. Rural libraries could help provide information to local governments to help them secure such resources. Rural local governmental units that lack a professional grant writer often lose potential resources to those governmental units who have such a staff person.

Health care issues in rural America differ from those of urban America. There is some indication that rural people are less healthy than their urban counterparts (McCoy and Brown, 1978). Few studies, however, have been done on the health status of rural

people. It is known that rural areas have a higher infant mortality rate (16.9 versus 15.0 per 1,000 live births) than urban areas do. Some researchers have suggested that high infant mortality rates are tied to poverty related conditions such as poor housing, inadequate nutrition, insufficient prenatal care, and increased teenage childbearing due to earlier marriages. High rates of both of these phenomena are more prevalent in rural areas (Chilman, 1980).

The fact that quality health care is often inaccessible in rural America presents a problem. Current research shows that rural health care is inferior to urban health care because it is frequently inaccessible and because fewer physicians practice in rural areas (Cordes, 1976).

Transportation in rural areas falls far short in nearly all respects to urban transportation. Inadequate rural transportation--especially for the poor, elderly, handicapped, young, and one-car families--makes gaining access to jobs, health care, social services, shopping, recreation, and cultural opportunities difficult. Coupled with this lack of public transportaion is the high cost of long-distance private transportation.

Among all rural households, 52 percent own only a single vehicle and 15 percent do not own any vehicle. Less than 1 percent of the rural population working outside the home uses or has access to public transportation. Transportation is an even more serious problem for the rural poor and the elderly. Fifty-seven percent of rural poor residents and 45 percent of rural elderly have no

car (USDA, 1980:10-11).

During the period between 1972 and 1980, 1,800 small towns lost intercity bus lines. Regulated air service carriers dropped 200 service points (30 percent of the total) during the period from 1960 to 1980 (USDA, 1980:10-11).

Two-thirds of the nation's major roads, particularly those in rural America, need resurfacing and rebuilding. Many rural bridges have been closed or their use has been severly restricted. Rural roads can not support firetruck and bookmobile traffic (USDA, Office of Rural Development, 1983:10-11).

Conclusion

Most objective measures of socioeconomic conditions show that the quality of life in rural America has improved in recent years. Data on population, income, employment and housing are more positive than previously. However, data on health care and transportation indicate even more rural versus urban lag than previously. Data showing progress in income, employment and housing categories point out the persistence of rural-urban disparity. Pockets of poverty inhabited by minority groups, the elderly, and migrant workers persist, especially in the South. In the past, programs that were tailored for urban problems were applied to rural problems. This situation still exists, and the issue needs attention (USDA, 1980:11).

In addition to the specific implications already stated for those of us who work in rural areas, librarians should note several more that result from the trends mentioned above. Whether one

works in a rural area that is experiencing decline or growth in population, a need for increased interorganizational linkages exists. We would like to suggest that a linkage should be established between the rural library network and the Cooperative Extension Service network. The latter organization has offices in each of the approximately 3,100 counties of the United States. Furthermore, the goals of the two organizations are similar. Both seek to provide educational opportunities for their rural clientele.

There is a need for appropriate and accessible educational services in rural areas. Disadvantaged rural dwellers need these services. Even the least disadvanatged rural dwellers, young married couples with children, experience mobility problems during the workday because the employed spouse drives the car to work. Obviously, the need for flexibility in providing appropriate times, techniques, and places for these educational opportunities demands major consideration.

Materials must be geared to the educational level of our clientele. The disparity in the levels of formal educational attainment between rural and urban residents suggests that educational materials should be adapted. The diverse political, cultural, social, and economic conditions that exist in rural areas indicate a need for conducting case studies, studies that could be monitored to see which programs work, which ones need to be changed, and what generalities can be drawn from individual conditions. Case studies could be set up in various "service communities" that would take into account the diversities and geographical differences mentioned

above. Rural librarians and Cooperative Extension Service personnel could work together in these endeavors and both apply the findings to program development.

Services should be geared to families in transition, families changing their place of residence or place of employment. in stage of life cycle, place of residence, state and place of employment. Educational displays and materials could spotlight crime reduction programs and health care programs aimed specifically at the needs of rural residents.

In summation, we believe that models for programs and services must be based on rural needs, needs which can be discovered by pursuing rural research. We can no longer apply urban models to rural communities.

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THE FUTURE OF NEH PROGRAMMING

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I found the proceedings of this conference interesting this morning. Now I can consider rural librarianship from the social scientist's perspective. Hopefully this conference will enable us to determine what implications the humanities hold for the rural environment and identify the factors that distinguisn rural areas from urban areas.

I think it is important that we become aware of these differences. The Endowment is aware of differences between programs that are implemented in urban and rural settings. On the other hand, it is important to understand that the humanities are the humanities no matter where they are. And they should be used in the process of discovering who we are.

I looked over the program a number of times before I was able to decide what you wanted me to discuss. The basic issues seemed to be the future of The Endowment and the future of the humanities. I will address these issues, but I feel that it is important for us to understand what the humanities are, what The Endowment is, what we do, and what we look for in libraries.

Let me talk first about the business of humanities programming because that is what most librarians are interested in. In order to do that, I must first talk about the disciplines that comprise the humanities. The humanities incorporate the following disciplines:

language (both modern and classical); linguistics; literature in all of its aspects; history; juris prudence; philosophy; archaeology; comparative religion; ethics; and the history, criticism, and theory of the arts. I often hear the phrase, "If you compose it, play it, or paint it, it's the arts. If you talk about doing these things, it's the humanities." Aspects of the social sciences which are humanistic in nature or use the canons of the humanities are also included. These, then, are not necessarily the applied social sciences. If you learn how to use a scalpel or sew a stitch, that is applied science. If, on the other hand, you talk about the history of medicine from Hippocrates on down, that can be a concern of the humanities. We have a programs at John Hopkins' Hospital that deals with both doctors and patients, in the area of ethics and choice. This issue has received national attention due to a court case now pending regarding the life or death of a sick child. That choice is of the humanities; it is not of medicine.

The second part then is the study and sharing of the humanities that we call programming. I think this is what we are here to discuss today. It is essential that programs offer an interpretation of the humanities. If we merely display objects without making an attempt to interpret them, we do not get an idea of how the humanities influence man. Next I would like to discuss ways in which The National Endowment for the Humanities fulfills its mission. The Endowment has several divisions. I will speak about each one of them because I think it is important for you to know about

them.

The Division of Education is specifically concerned with the creation of curricula. It certainly answers the charges levelled by the report "Nation at Risk," just put out by the Commission on Education. This document tells us something--that we must learn to read and write by first learning to speak. We must then speak with a sense of history, philosophy, and ethics because these are the choices that fall into our hands.

My first connection with The National Endowment for the Humanities came about through a grant made to the College Entrance Examination Board. At the time we were setting up programs in libraries throughout the country that dealt with curricula specifically designed for independent study/guidance projects. We do not think that education happens only in a classroom. The Endowment seeks to promote learning through nontraditional educational methods. Most of the funding from the Department of Education will go to educational institutions because they have experience in designing curricula in the humanities. But much of the funding goes to support non-traditional educational programs such as those presented in libraries. We do not see many grant proposals like this coming to us, but I think that rural libraries would be capable of sponsoring this type of programming.

The next division, that of Fellowships, handles proposals involving independent study/research and teaching. It funds grant requests submitted by both individuals and groups. Libraries have tapped these funding sources, but few of them have been rural

libraries. Programs have been funded at large libraries that have research collections like the Huntington, the Newberry Library, and the Folger-Shakespeare Library. These libraries are storehouses of knowledge, and their collections deserve to be studied. I think we should start small in rural libraries. It is important to note that libraries are probably the institution of most note for The Endowment.

The next division that you should know about is that of Research and Research Collections. This particular division should interest librarians. Although we think of research as an "ivory tower" activity, it is much more than this. In fact, the largest part of research is probably bibliographic in nature. Bibliographies are compiled in libraries. A great deal of attention has been given to networking and cataloging functions that stem from places like The Library of Congress and The Inland Consortium of Research Libraries (which has about 125 members). The NEH constantly supports these kinds of projects so that these bibliographic records will be available to all in the very near future. Rural libraries will have access to these records just as Harvard, Yale, and Columbia do at present. This is an important thing to realize. We are not just busy pumping money into libraries for programs, but also for education, and for research.

The next division, the State Programs Division, fulfills an important role on the national scene. It is the federation of these kinds of monies that allows the states to act independently upon what they discover to be their needs. The State Programs

Division has probably as much money as any of the divisions a the NEH, but they dole it out in smaller amounts because they deal with specific states and want as much activity to go on with that money as possible.

I am affiliated with the next division, the Division of General Programs. I don't want you to forget the Office of Challenge Grants at the NEH. This is a place where librarians can go for operating money, money for bricks and mortar and acquisitions. But these funds have to be specifically designed to fulfill the need of the humanities within libraries. We want these funds to be focused on promoting the humanities, but we will give you money for bricks and mortar so books can be housed.

The Office of Challenge Grants works only on a three-to-one match basis. For every three dollars that you raise from non-federal sources to implement a proposal approved through this office, we give you one dollar. That is very important to some of the larger urban libraries. I think it would be important to you also, but we get very few applications from the smaller rural libraries even though we know that they could raise the three-to-one match. So, we are trying to encourage you to apply for these funds.

The Division of General Programs consists of three entities. The first is the media program. The media program funds discreet projects for television and radio. But this is done with the understanding that the programs will be aired through public broadcast systems. This division does not fund projects designed to produce

media for the classroom. It does not fund the production of slide/tape presentations to be shown in library halls. It is designed specifically for those things that will be produced to go on public broadcast channels. These programs do not have to receive national exposure. There are small public broadcast units which are regional or statewide, as well as the national systems like PBS.

The second subdivision within the Division of General Programs is that of museums. Museums not only house material culture and art, they also interpret these artifacts. The artifacts aren't just displayed, they are interpreted through the use of catalogs, tours, and signs. I might add that libraries formerly received program funding through a separate subdivision of their own. But this category has been merged with the museum subdivision.

The third subdivision within the Division of General Programs is called Special Projects. Special Projects has three offices: The Office of Program Development, The Office of Youth Projects and Younger Scholars, and the Office of Libraries. Libraries apply to us using the same guidelines as those used for Program Development, but their office has a discreet amount of money to be presented through the grant-making activities of the NEH. Special Project funds are used to produce imaginative programs that present all areas of the humanities to the general public. These projects introduce and interpret the humanities to the public at large.

One objective of this conference is to encourage you to explore the possibility of making the ideas stored between the covers

of the books housed in your collections come alive for the general public. The humanities involve the search for connections and relationships in human history. They include the study of ideals, values, and experiences which provide the context for understanding both the past and the present. Both human and material resources are used in studying the humanities. The materials used include books and other texts as well as art and artifacts. The human resources include those professionals whose lives are devoted to the study of the humanities.

Programming in the humanities must deal with humans. The humanities include those branches of learning that deal with the way human beings feel, think, and behave and with what they consider to be important and valuable. The humanities differ from the arts which focus on the product as well as creative skills. The humanities differ from the sciences which concentrate on describing man's environment. The humanities have as their central concern the meaning and the purpose of human life and freedom, the relationship between man and the state and the moral consequences of human action. Those are the themes we want programming to reflect.

I would like to make a point here. A humanities scholar is someone who is involved in teaching or research in some area of the humanities and is usually employed by an academic institution. The terms "humanist" and "humanitarian" should not be confused. We get proposal after proposal that has this as its central problem. Human welfare and service does not represent the humanities. When officials at NEH use the word "humanist" they are speaking

of one who is trained in one area of the humanities, they do not refer to someone who is motivated by the desire to promote the good of mankind.

Now that I have discussed the mission of the various divisions of the NEH, I would like to offer a few remarks about The Endowment in general. The National Endowment for the Humanities was created by Congress in 1965 to support projects of research, education, and public activity in the humanities in recognition of the fact that the study of the humanities can make our country a more civilized nation. The humanities are not necessarily concerned with improving the quality of life; they do not involve changing the government to make conditions better. The humanities do require us to study the past and to assess it thoughtfully in order to form our own conclusions.

Public programs in rural and urban settings alike should work toward accomplishing one or more of the following objectives: fostering an appreciation of cultural works; illuminating historical ideas, figures, and events; or promoting an understanding of the disciplines of the humanities. Grant proposals should focus on one of these three objectives.

When I mentioned that the humanities include the interpretation of cultural works, I was not referring to artifacts. I referred to cultural works such as music and paintings and the illumination of historical ideas, figures, and events. Simply stated, we would call that history. History includes biography. Biography by nature is history. I think it is important to point that out.

The third programming objective seeks to promote an understanding of the disciplines that comprise the humanities. This opens a lot of doors but not, we hope, Pandora's boxes. Programs may focus on any specific discipline.

Programs may involve any or all of the three areas mentioned above. We are not active programmers at The National Endowment for the Humanities. We support those people who are active programmers. I am excited when I receive imaginative proposals dealing with ways to present the humanities to the general public. Libraries hold "pride of place" as an institution of the humanities. They house our books, records, and thoughts. How can these materials be accessed? As librarians, you should be concerned with facilitating access to these materials. Our mission is to encourage reading, discussion, and interpretation of humanistic themes.

I would like to discuss some proposals which have recently been funded that demonstrate successful projects in rural areas. In 1980 a project was funded for the rural libraries of Vermont. This program encouraged citizens to read five books chosen specifically to address a particular theme. This particular project was not modeled on the Chicago Great Books idea. It did not encourage people to read Plato or Dante or Shakespeare. The books chosen were modern novels written by prominent authors, several of whom were from Vermont.

How did this program work? The librarians in these towns remarked to their patrons, "We are going to read these books. Would you like to join us?" The grant bought paperback editions to give

away. This program was losely based on the RIF (Reading Is Fundamental) program. Scholars from nearby academic institutions in both New Hampshire and Vermont, met together and planned ways of presenting this program in a curriculum mode. They went to rural areas to hold discussion groups. These discussion groups were not very successful to begin with. At first only four or five people came to the discussions. After they discovered that the discussions concentrated on literary themes, more people began to attend. Attendance rose to forty or forty-five. In one instance, an entire town of 150 people attended the book discussions at the local library. They asked the librarian to arrange for baby-sitting. The librarian decided that this presented an ideal opportunity for storytelling.

This program was very popular and we have been trying to find out why it was ever since. We have to come to grips with the fact that people do want to read. They want someone to provide direction in these discussion groups, and they want to talk about their own experiences as they relate to what they have read.

The discussions were planned. Specific questions were raised but then the channelled discussions became wide-open. This program was so popular that it was tried again many of the rural towns in Massachusetts and New Hampshire. With that in mind, we have since given $962,000 to the American Library Association to discover if they can do this on a nationwide scale.

So, our support of this program grew from the $22,560 granted for the original proposal to $950,000 to see if this type of

programmming could be implemented on a nationwide scale. This money was granted to support projects in small towns in rural America, not projects for Manhattan, Pittsburgh, or Philadelphia.

Another successful project sponsored in Vermont involved a study of genre literature. Patrons read westerns and learned to distinguish between good books and mediocre books. They learned to judge books by evaluating the strength of the plot. They found that good books did not just deal with tales of white horses and black costumed cowboys, but that they communicated the values of American life. Use your imagination to pull people together. Offer them alternatives to mass market fiction, introduce them to solid books dealing with the humanities, and get them excited about new ideas.

Let me tell you a little about the review process used at The National Endowment for the Humanities because it is different in its approach from any other foundation. A preliminary proposal generally arrives on my desk and that is the first step. We give advice to those who submit these informal queries and to those who submit formal preliminary proposals. The deadlines for these kinds of proposals vary. The program that I represent has two deadlines a year, usually in February and August. It takes a proposal about six months to be processed after that deadline. These deadlines apply to full-blown proposals.

After the formal proposal comes to us, it is reviewed by a panel of peers. These panels usually include humanities scholars but they may also include other resource people like librarians.

Every panel that reviews proposals submitted by libraries includes a librarian. If the proposal involves designing exhibits, a museum representative is included on the panel. If a proposal calls for the production of slide-tape shows or videodiscs, we bring in media people to sit on the reviewing panel (even if the media is not intended for public broadcast).

The scholars who sit on these reviewing panels are selected for various reasons. Some are selected because they have expertise in some aspect of public programming, others are selected because of their expertise in subject areas. Panels generally include literature and history scholars.

After the proposals have been reviewed by the panels, we send them to specific outside reviewers. Again, these outside reviewers include scholars, librarians, museum officials, or media people. We consider the panel's comments and the reviewer's recommendations. Then our staff sifts all of the evidence and tries to draw some conclusion as to whether a proposal should be recommended or not.

Our recommendations go before the National Council on the Humanities, a twenty-six member group appointed by the President. Members serve overlapping terms of six-year duration. They sift through all of our recommendations, read the proposals, meet to discuss them if necessary, and make recommendations to the Chariman. The Council meets four time a year (in November, February, May, and August). After one of these meetings has been held, we let you know whether or not you will receive a grant.

Proposals are submitted to the Chairman, Dr. William Bennett,

who makes the final signature on the awards. That process takes us about six months. This explains why awards are made six months after the application deadline. The Guidelines state that you may submit proposals "for projects beginning after a certain date." We need that six months from the date of submission to complete this strict review process. No proposal is approved until it has gone through this review process.

I want to direct your attention to the Guidelines. There is an inelligibility section which lists what we don't fund. We do not fund acquisitions except as they relate to the programs that you are planning. This question comes up every day: "Can you give me some money to buy books?" No, I can't. The Guidlelines elaborate on this a little. We do not fund special collections or original cataloging. We try to point that out in the Guidelines. Nor do we fund networking, online services, microphotography, computer access, or preservation. Some conservation is funded by research when necessary, particularly in the larger libraries that have manuscript collections in need of preservation.

Elligible projects are ones that are geared toward encouraging the general public to read, understand and appreciate the best books. Your ideas on how to accomplish this are as valid as mine. It is no accident that some of the most popular projects supported by the NEH, such as reading groups, lectures, exhibits and other kinds of interpretive programs are very successful. Your patrons want to participate in these programs, but often they just don't know how to become involved. Rural libraries should be one of

the primary access points because they represent the only network in America that is constant. They are the only facilities in most small towns that offer this type of cultural activity. They provide more than just everyday information. They provide thought-provoking information and that is important.

According to Chairman William Bennett, in many places books are merely filling space. The ideas they contain are not filling heads. If you can encourage patrons to read these books by engaging in programming, the Endowment will have accomplished its objective.

QUESTION FROM THE AUDIENCE:

Q. I would like to know if support for these projects is limited to American communities or does The National Endowment for the Humanities provide support for projects in communities outside of the United States?

A. The Division of General Programs funds projects only in the continental United States and its territories. However, some research projects may fund international travel. I have a proposal before me now from Simmons Graduate School of Library Science that will involve producing a videodisc on the "Emperor I" digs in China. So, we do support some international travel. But the proposals must originate from the United States or one of its territories. We have done a number of projects in Puerto Rico.

CURRENT TRENDS IN HUMANITIES PROGRAMMING

Richard Cheski, Librarian
State Library of Ohio
Columbus, Ohio

It is a pleasure to be here to discuss current trends in humanities programming in small, rural libraries. It is encouraging to see what libraries are doing and to see how they have changed over the years.

I have been involved in this process for over thirteen years and I feel that I have had an opportunity to see the growth of understanding between public libraries and the humanities program. I was privileged to be one of five people selected to go to Washington for the purpose of establishing a state-based council in Ohio. The group included the president of a private college, two deans of continuing education, the director of the State Historical Society, and a representative from the State Library.

I would like to review the NEH program with you and share with you some thoughts on how libraries, especially rural libraries, fit into the program. Both the divisions of Education Programs and Fellowships and Seminars exclude public libraries from the posibility of easy participation. The Division of Research Programs can provide libraries with some funding for programs. However, this is the exception rather than the rule.

Two divisions which do provide program funding for smaller public libraries include the Division of Public Programs and the Division of State Programs. Since Tom Phelps has covered the public programs, I would like to concentrate on the state-based

programs.

During the years that I have been involved in humanities programming, I have seen library programs improve from poor to outstanding as both librarians and humanities scholars learned more about one another and how to work together.

In order to trace the development of humanities programs in the library, I would like to examine the historical role of the public library. Through the years, public lbraries have been thought of as the peoples' university and they have been in the forefront in helping to develop continuing education programs for adults. Public libraries have provided the leadership for tne start of many community programs and discussion groups. Public libraries represented the real strength of the Great Books discussion groups.

Public libraries seemed to be a natural ally when the state programs for the humanities were established to provide support for humanities projects designed to reach tne nation's diverse public. The state programs intended to bring together humanities scholars and members of the general public. In our first year of operation, we realized tnat the two logical institutions to start with (as far as programming was concerned) were the university and the public library.

Humanities scholars were eager to become involved in the program. However, during the first years that state-based programs were funded, the programs had to deal with a public policy issue. This created problems since many libraries were not equipped to

handle programming related to public policy issues. The program planning was cautious and awkward in the beginning since it had to involve both scholars and the general public.

In later years, as the NEH broadened the scope of the programs they funded and sponsored humanities programs that were not based on public policy issues, a larger variety of libraries became involved in humanities programming.

I want to discuss several aspects of program planning including the numanities fields which have been covered, formats which have been employed, and the size of grant awards. In reviewing the total number of grants awarded over a two year period by the State Humanities Councils, I encountered examples that reflect the variety of programs sponsored by small, rural libraries. I will not discuss metropolitan programs at the present time since they are not relevant to our discussion.

The variety of program topics demonstrates that small libraries are in touch with their communities. It is necesary know, especially in smaller communities, what will sell and what will not. At the same time, librarians and humanities scholars need to insure that the programs presented will provide opportunities for the participants to be involved throughout the program.

The State Humanities Councils have formulated a prescribed definition of what is included in the humanities. I would like to describe some programs that have been implemented.

One Alabama library sponsored a project that dealt with the areas of history, philosophy, and literature. A variety of programs

were offered within a ten month period. Humanities scholars addressed such issues as the interdependence of science, technology, and the humanities; and the impact of the humanities on planning for the future. Multi-media programs and radio programs were offered in addition to lectures. The project also utilized taped interviews.

The total project cost was $105,000. Of this total, $26,000 was a grant from the State Humanities Council. The local library contributed $3,500 and also cost-sharing of approximately $75,000 which included the value of the time contributed by all tne people involved. Although this appeared to be a large grant, the actual cash portion represented only thirty percent of the cost.

Another library in Alabama presented a literature program on the works of William Faulkner. Numerous activities were scheduled in order to examine Faulkner's life, ideas, humor, and fiction. A play was designed to appeal to an audience with or without scholarly knowledge of the writer. The project also sponsored film programs and newspaper essays.

A third Alabama project covered the fields of archaeology, linguistics, and literature. This project, which focused on language and literature, sought to increase public awareness of the history and heritage of Alabama's Lower Creek Indians. Local archaeology digs were highlighted. This project utilized a conference/seminar/ workshop format, along with a slide/tape presentation.

An Arkansas library developed a sociology project designed to provide information on aging as a creative process. The program featured exhibits, lectures, and films. The total cost of this

project was $148. The cash grant to the library was $33 with $115 as in-kind contribution for time and use of facilities. The total impact on the community was greater than the $148 expenditure.

While the fields within the humanities can be individually identified, projects can cover more than one discipline witnin the field. A library in Idaho sponsored a project that covered tne fields of history and literature entitled "The Library, the Humanities, and the Community: Boise Public Library Plans for tne Future." In line with the recently published public library mission statement, this project allowed the Boise Public Library to examine its role in the community and to assess the role of tne humanities in library programming. This was accomplished by conducting a community survey, by holding a series of community meetings with target groups, and by holding a meeting open to members of the general public. The meetings were planned and conducted by an historian. This project used a research format and a produced a printed document for follow-up workshops.

A library in Idaho presented a Great Books Foundation Training Program. This project extended the range of the Great Books Program by training new discussion leaders from all over the state. The instructor was an historian affiliated with the Great Books Foundation. The training sessions enabled discussion leaders to inaugurate Great Books Programs in their communities.

Another Idaho library sponsored an interdisciplinary project that included the fields of history and archaeology. This project

featured a humanist in residence. The humanist in residence worked primarily with the schools and libraries within the county. He idenitifed primary and secondary county history resource materials and produced a directory which listed them. In addition, he held workshops in libraries to demonstrate how these resources could be used to teach local history.

An Indiana library designed an interdisciplinary project that combined the fields of literature and art. This project was sponsored in conjunction with Children's Book Week. The fourth grade students in Charlestown, Indiana, had the opportunity to talk with a local author of children's books. He discussed literature and the creative writing process. The children wrote short book reviews and printed them on the front flaps of book jackets they designed.

Many of the projects that libraries have developed are interdisciplinary in scope. I would like to emphasize that librarians need to know their ommunities, and know what would be of interest to their patrons.

A small Kansas library implemented a project on history and anthropology. Three films were shown that depicted and interpreted historical aspects of the westering experience. The films were based on anthropological, archaeological, folkloric, and historical sources. After the films were shown, scholars led discussions and related the films to Kansas.

A project in Louisiana entitled "Folk Public Performances in the Saint Tammany Parish Libraries" covered the fields of anthropology, history, and literature. Funds were provided for Saint

Tammany Parish Libraries to stage three Louisiana folktales using puppetry accompanied by a folk craft exhibition.

The use of local resource people for projects will ensure that a broad range of activities can be offered. A Minnesota library project entitled "Then and Now, Linking the Generations Through Reminiscence" combined archaeology, art, education, and library science. Participants representing difference age groups compared and contrasted their life experiences focusing on customs, and cultural and environmental influences. Weekly meetings focused on reminiscence writing. Music and historical artifacts were used to stimulate recollection and discussion. Booklets containing samples of these reminscences were circulated among libraries and schools in the area.

A North Carolina project, "Haywood County: Its Land and Traditions," used elements from the following fields: comparative religion, crafts and natural history, folklore, music and dance. These elements are recognized as components of the cultural heritage of this mountain region, and they embody many of the communal values which are of interest to humanists. The project sponsored demonstrations of traditional crafts and music and solicited comments from the audience concerning the significance of these cultural forms in the state. The discussions were complemented by scholarly dialogue and oral history interviewing.

A West Virginia library project entitled "Working Places of the Past in the Eastern Panhandle" surveyed historic industrial sites in the eastern panhandle section of the state. This project

featured exhibits, pamphlets on representative sites, a series of illustrated talks, discussions, and guided tours of key historic industrial sites. Both industrial archaeology and history were covered in this project.

What formats were used in programs that were sponsored by small, rural libraries? You have probably already identified some of the formats that were used just from the project descriptions. One format which is gaining popularity is that of oral history interviewing. A library in Georgia sponsored a history project which examined Grady County's Black community and documented it by collecting, preserving, and organizing photographs. The older citizens in the community were interviewed. The program featured a lecture, a seminar, and a field trip to the Black Archives at Florida A & M University. A variety of formats were employed including a conference workshop, oral history interviews, site interpretation, and a tour.

An Idaho library also sponsored an oral history project. The "Post Falls Historical Project" secured the services of several humanists who worked closely with the library in order to gather oral histories of Post Falls with the aim of enhancing the library's local history collection. The project also produced a self-guiding tour of the town's historical sites, buildings, and trails. The project included exhibit site preparation and tours as well as oral history interviewing.

A New Mexico library sponsored a project that dealt with art history and criticism and archaeology. This project was entitled

"The Search for Alexander." A panel discussion provided the audience with an understanding of and appreciation for the history and origins of hellenistic life and culture. The discussion also provided insight on the art and archaeology of the period and its impact on our own culture. The archaeologist's slidetalk helped the audience visualize problems encountered during the search for Alexander's tomb. The archaeologist's lecture also compared and contrasted that archaeological dig with digs in New Mexico.

Librarians can by very imaginative. A library director in Ohio found her project format so successful that she used the same program when she moved to a library in Pennsylvania. Her project featured live call-ins and public dialogue. This project, "Meet the Innovators," sponsored lunch hour phone discussions between local citizens and outstanding experts such as Dr. Benjamin Spock, Edwin Newman, Milton Friedman, and Abby Hoffman.

Librarians feel very strongly about the materials that are housed in their libraries. The Vermont libraries provided a packaged series project based upon audience discussion of different topics. This packaged series covered the fields of history and literature.

One successful book discussion series, "Crime and Culture in Detective Fiction," examined British and American samples of this genre from Sir Arthur Conan Doyle's novels to present day works. This packaged project examined social attitudes about crime and the characterization of the detective and his milieu.

There is no one perfect way of doing things. A lot depends

upon the librarian's programming ideas, the resource people available, and the librarian's knowledge of his community.

You may be wondering how much programming costs, how much time is involved in planning, and whether your library can afford to sponsor a program. These programs range in cost from less than $100 to over $100,000. The grants from the State Humanities Councils are not overwhelming amounts. A lot depends on the amount of time you are willing to put into planning a program.

Some libraries are able to put more into programs than others. The Great Books Foundation Training Program in Idaho had a total cost of $2,500; $1,000 came from the Humanities Council, local contributions totaled $1,200, and $300 represented in-kind contributions.

Some libraries have Friends of the Library groups which assist them in providing local funds and some are able to work with other agencies. The humanist in residence program in Idaho which assisted the schools and public libraries is an example of this. The total cost for the project was $30,000. The grant from the Idaho Council was $14,500 with the libraries and the schools sharing a cost of $7,000 along with $8,000 worth of in-kind contributions.

The Charlestown, Indiana, Children's Book Week Project was implemented at a cost of $800; $400 of this came from a state grant, the other $400 represented local in-kind contributions of time and facilities.

As you can see, it doesn't cost much to put on a good program. Most of the examples I have discussed were sponsored by individual

libraries, libraries that developed their projects locally with assistance from humanities scholars. Other libraries used prepackaged programs. A number of Kansas libraries participated in an American Short Story film series. These projects utilized a packaged program provided by the Kansas Council of the Humanities. The Council provided the films, viewer's guides, publicity materials, evaluation forms, books, and guides for the scholars who led discussions after the films were shown.

In conclusion, librarians can consult offices which develop programs on a statewide basis and implement one of these preplanned programs using local resources and people. Librarians can become active in planning community programs.

Are program planning and grant writing worthwhile activities? Librarians should be concerned with broadening the scope of their library's appeal. They should try to act as catalysts and bring together scholars and members of the public. This is the role of the public library, particularly the small rural library. I urge you to learn more about your State Humanities Councils, to meet with staff, and to find out how you can bring scholars and the citizens in your community together.

REACTIONS FROM PANEL MEMBERS

Elliot Shelkrot, State Librarian
State Library of Pennsylvania
Harrisburg, PA

I think it will be useful to tell you a bit about the Pennsylvania State Library's involvement in the National Endowment for the Humanities projects and then I will relate some of my own thoughts on this subject.

One of our divisions at the State Library, the Library Services Division, has an enormous collection of publications including a large genealogy collection and a variety of political science resources which are useful for state government. One of our greatest strengths is in the area of newspapers. We recently received a grant from the NEH Research/Resources Program to begin a planning process for the preservation of newspapers throughout the Commonwealth. We were one of fifteen states selected to receive this planning grant. What it means (and it has interesting implications for librarians) is that we are now involved in the process of inventorying and cataloging on OCLC all newspapers published in Pennsylvania since the first one appeared in 1719.

Various attempts have been made to collect this information in the past, but this project entails a comprehensive search for all of the extant newspapers, whether they are housed in historical society buildings, in libraries, or in the attics of private homes. We are trying to locate all of these newspapers in order to microfilm the ones that are deteriorating, and we are setting up priority

lists for this type of preservation activity.

These plans will be submitted to NEH for a subsequent grant, a grant that will require matching funds from the state to cover the expense of the detailed work that is involved. Many of you may have received two communications from us recently. One was an announcement of the grant and an invitation to a conference held on September 30. The second was a request for some brief information about newspapers collections which you are aware of. By identifying these newspapers and making them available to people on microfilm, the history of rural areas (as well as that of urban areas) will be preserved and brought to life as never before. I think this project has implications for humanities programs connected with libraries. Such a project could bring people together in order to discuss the history of a community and the popular culture which once existed and formed the basis of modern Pennsylvania communities.

Our Library Development Division has also been involved in the NEH program in several ways. Approximately three years ago, the State Library received a NEH grant which supported local programming efforts. The objective was to help libraries throughout the state develop new concepts in adult programming. Leandra Fox was in charge of this program which produced some exciting documents. This project focused on the "built environment." Papers were commissioned on a variety of topics including the following: architecture and its influence on everyday living, the preservation of local history, rural and urban values, women

and literature, ethnicity, and aging. These papers, which were distributed to the twenty-five libraries that participated in the project, were used to stimulate thought and generate ideas for local programming. Over fifty programs were held throughout the state utilizing local humanists to investigate these concepts.

Over five thousand people participated in these programs. A planning guide was developed in conjunction with this project. It presents a simple blueprint for planning a humanities program in the library. It suggests how you can get a sense of what is needed in the community. It includes some checklists to follow to insure that your program is successful. We still have some of these planning guides available at the State Library. If you are interested in seeing one, please let me know and I will send you a copy.

The third division in the State Library is the School Library Media area. I don't think that this division has sponsored any numanities projects within the last few years. The recent reorganization of the Department of Education (the unit that the State Library belongs to) nas resulted in a very close relationship with the Pennsylvania Public Television Network. I was interested to learn that the production of public television programs is an area that the NEH is interested in. I feel that this is something we should look into now that we have the opportunity to cooperate with the public television network.

You may be wondering why we do humanities programming in libraries. It seems to me that there are three main reasons.

Libraries sponsor humanities programs in order to increase circulation of existing materials, to bring information to people, and to bring people into the library who have never been there before. I think it is important to realize that you need not be concerned about all of these objectives, but you should be concerned about one or more of them. If you don't have space in your library to bring a group of people in for a meeting, don't worry about it. You can use the church hall down the street. Bringing people in to the library does not have to be your goal.

However, the number of people you involve in your programs is extremely important. Tom Phelps mentioned that one of our goals is to bring humanistic ideas to the general public. When presenting humanities programs, we need to do everything we can to reach as broad a cross-section of people as possible. Some ideas will only appeal to a narrow audience. A friend of mine once said that he hated it when libraries sponsored programs on Lower Bessarabian art. How many people are going to be interested in a program on Lower Bessarabian art?

We can use humanities programs to reach that large group of people in our communities that we have been unable to reach by offering traditional library service. Librarians should seek to serve a larger group of people. They need to realize the difference that exists between a specialized candy store and a supermarket. Libraries should be the supermarkets, the Kroger's, the Giant Eagles, and try to serve a large clientele. That is the key to success. That is the way we can best utilize humanities programing

in libraries.

REACTIONS FROM PANEL MEMBERS

Robert Case, Librarian
Lancaster City and County Librarian
Lancaster, PA

I will offer my point of view as a library administrator. As I listened to the presentations this morning, I thought of the contrasts that exist between urban and rural lifestyles. The Commissioners of Lancaster County hold the view that they don't have to provide sewers, daily paper services, and other amenities for people who chose to live in rural areas. Yet, it is the rural areas with their isolation and poverty that make Lancaster County elligible for federal programs.

I went through several areas coming here this morning. First I passed through a whole county which is presently under quarantine, as some five counties are, with avian flu. What impact does that have on the people and the economy of that rural area? What can librarians do in a situation like this? A humanities program could explore this process of history in the making. When you bring three-hundred experts from all over the country into a county to handle a situation like this, there has to be some impact on sociology, on economics, on the people who live there.

After leaving the avian flu area, I went by Three Mile Island. This was once thought of as the Brigadoon of Lancaster County. The incident at Three Mile Island has made an impact on all of us no matter where we live. When I see bumper stickers that read "Nuclear energy is the only way to go" I wonder whether a nuclear

research scientist is driving the car or whether someone who lives downwind of Three Mile Island is driving.

As I drove through Lancaster County, I thought of the three thousand Vietnamese, Cambodians, and Laotians who have moved there in the past five years. They are attempting to assimilate into a plain community culture, but we are doing nothing to record their influence on our lives. The Mong Laotians who have settled in Lancaster County are some of the most talented seamstresses in the world.

After leaving the Three Mile Island area, I drove through Harrisburg. Harrisburg is experiencing problems right now. The downtown area is having problems that hinder urban development. Coming up the Susquehanna River, I was reminded that Maryland is cooperating with the federal government on a project designed to clear up the Chesapeake Bay watershed. How does this project affect the people who live in the Chesapeake Bay area?

Next I passed through some rural areas that had been strip mined. I stopped at a truck stop. I don't often think about truckers, but when I stopped at the truck stop I realized that truckers live in a unique cultural environment. They drive back and forth across this country doing their jobs. They have homes and families, and are always in transit. This lifestyle resulted from the development of freeways. How isolated the people who live in this part of the state must have been before Interstate 80 went through. The federal highway system has had a significant impact on the economy of rural America and the lifestyle of rural

Americans.

I want to speak about the humanities from the perspective of a library administrator. The Lancaster City and County Library employs a staff of 55, and we serve approximately 400,000 people. Many demands are placed upon my time. I am responsible for keeping the door open, for keeping the staff there, for keeping the books, and for meeting a budget and a payroll. In addition to this, I am expected to provide programming. I feel frustrated because I don't have enough time to do all that is expected of me, so I can appreciate the problems you may encounter in trying to write grant proposals when you have a limited number of staff members.

You don't need to worry about $100,000 grants. In your case it might be best to start with small proposals, gain confidence, and then move on to larger projects. There are ten participants here from Clarion University alone. I hope that these ten people will get together and discuss the issues that have been raised during this conference. Here is a core of people who have already been indoctrinated with the idea that humanities programming has great potential. In addition to that, you have good working relationships with people from Curwensville, and Foxburg, and Summerville (places I had never heard of), and this group could use this conference as a stepping-stone to develop some humanities programming.

Ms. Preston indicated this morning that a rural library is one of the central cultural elements in rural society. If the library does not offer humanities programming, who will? I

want to offer the following suggestions. First of all, you must identify the people to work with. As Tom Phelps pointed out, every other exit on the freeway advertised a college or an academic institution. The colleges, universities, and seminaries that are located in rural areas employ scholars who are experts in their subject fields. You should talk with them, stretch your mind, and get started on some programming ideas.

I noticed that the "Guidelines for the State Humanities Program" were missing from the program packet today. Since you are rural librarians, you will probably not apply to Tom Phelps for help because he handles proposals from larger libraries. I encourage you to contact your State Humanities Council first.

During the period from 1980-1982, the Pennsylvania Humanities Council funded grants in Pittsburgh, Philadelphia and in other major cities. Only eight of the grants that were issued went to libraries. I urge you to get a copy of the Guidelines and investigate the possibility of writing a grant proposal.

Assess your community's needs, but don't bite off more than you can chew. You can start small and grow from there. Your first idea may be a stepping-stone to something bigger. Don't assume that you should try for the $10,000 grants.

Don't get discouraged, and don't be nervous about the deadlines that Tom Phelps talked about this morning. If you have submitted any type of report to your county government or the State Library, you have experienced the pressure of working to meet a deadline. If you missed the deadline for this year, don't despair. Another

deadline is coming up in the fall, and you can use the extra time to polish your proposal.

Take one step at a time. Get in touch with local resource people, and then get in touch with your state committee people. I can't emphasize enough how valuable the staff of the State Humanities Councils can be in helping you to shape your ideas, and to refine your objectives. They will give you the same kind of advice that Tom Phelps and his staff give to larger proposals.

You don't always need to create original programs. Sometimes plagiarism is quicker and cheaper. Some of the programs that have already been implemented offer excellent ideas that you can adapt and modify. The Vermont reading program that was discussed this morning was successful in New Hampshire and Massachusetts, and a variation of it might work for you.

Remember that in-kind contributions of time and talent are very, very important. They can add up to a big plus when you are trying to receive matching funds. Many of you have never had experience in writing grant proposals. But these proposals don't need to be as grand as you might think. If you are working with a local humanist, and he has the support of his academic institution, I see no reason why the development office of his college or university would not help you write your proposal. These people are familiar with grant writing, and institutions are looking for ways to use their staff to connect the academic community and the environment in which that community exists.

Many rural areas have county extension agents, craftsmen, historical

society members, and sociologists who are just waiting for someone to come to them with an idea that will start the ball rolling. By working together, we can accomplish some very exciting things in our communities.

REACTIONS FROM PANEL MEMBERS

Jane Grey
Former Director of Library Development
State Library of Iowa
Des Moines, Iowa

I want to tell you what my reactions were to this morning's program as a library user, and as the former Head of Library Development at the State Library of Iowa. Iowa is a rural state. It does not have as large a population as Pennsylvania does, but it certainly has as many libraries. Iowa has approximately 512 libraries, and 85 percent of these libraries are located in towns with less than 5,000 people. Many Iowa librarians feel isolated, but this problem also exists in urban areas.

I had the distinct pleasure of writing a grant that was funded by the State Council in Iowa for the Des Moines Public Library. The title of this project was "Confluence of People and Resources." Des Moines is a river town. The grant produced an historical walking tour of the town. This was taped so that individuals could carry a cassette recorder and take the tour independently. Large groups have also taken the tour. This project was very successful. It introduced newcomers to Des Moines to the city's history and its historical buildings. It provided a sense of place and explained how Des Moines grew.

I was struck by what Tom Phelps said about the humanities and how they involved the search for connections. I think we should consider the connections that exist between people. We need to celebrate the differences that exist in our country because they are what makes America great. As we celebrate our differences,

we can learn to appreciate our similarities. The two things result in expanding our tolerance and that is very important, because expanding our tolerance improves the quality of our lives. I think that may be a basic need for all of us--that desire to help in creating a caring community.

I think that the library represents a perfect marketing vehicle for sharing some non-competitive aspects of our lives. Many of us face a very strong competitive situation in our place of work. We need to have someplace where we can compare our differences and similarities in a non-competitive way. Perhaps the library should sponsor programs which would allow us to do this. Every community is unique in some way and every library's collection is unique.

I remember from my days at the State Library that in-kind contributions are a difficult concept to understand. We should think of it as bartering. We barter time and abilities. If we think of in-kind contributions as a type of bartering, then it is far easier to understand how this fits into a large grant.

Robert Case

Mr. Shalom Staub, Director of State Folklife Programs, spoke at the Pennsylvania Library Association meeting a few weeks ago. He had some interesting things to relate regarding the activities of the Pennsylvania Folklife group and he explained that the group is surveying the state to identify the cultural distribution of folklore and folklife material.

He recently compiled three directories which should be made available to those who apply for humanities grants. One directory lists resource people who have expertise in some area of folklife studies, or who can lecture on Pennsylvania folklore. He has also compiled a directory of Pennsylvania folk festivals. Librarians should be aware of folk festivals such as the annual one that is held at Three Rivers Stadium in Pittsburgh. Many of the resource people listed in these directories are willing to come to your area and speak on folklife. They can help you generate ideas for local folklife programs. Folklore scholars represent a valuable resource for those who want to formulate programs dealing with Pennsylvania's folklore.

Jane Grey

How can rural libraries plan humanities programs when they are understaffed? Sometimes we think that the staff itself has to plan programs, but community members should do it. The librarian may be the motivating factor, but a project won't be successful

unless the librarian can get the community involved in the planning process. You should start small with a group of two or three people and hold a brainstorming session. Identifying resource people in the community is a significant part of the planning process. It takes detective work on the part of the librarian to find out what talents people have to offer.

I want to say a few words about the grant writing itself. There are many printed guides available from both the state councils and the NEH. Don't be afraid to write a grant. The reviewers who read grants don't want you to sing the "Stars and Stripes Forever." They are perfectly satisfied with one verse and a chorus. The don't want to read pages and pages, they want to see evidence that you have developed a thoughtful proposal and plans that will make the project work. They want to know how much your project will cost, whether the money is being budgeted effectively, and whether the grant will sponsor something tangible. They want to know what your objectives are. This is the basic way in which these grants are reviewed.

I also want to remind you that the public library is the institution that has the greatest impact on most people once they get out of school. Very often the small community's library offers the only window to the larger outside world.

Elliot Shelkrot

As Bob Case was talking I was reminded of another project that is being sponsored by the Pennsylvania Council on the Arts. The

Pennsylvania Writer's Council has begun a program that will involve libraries in collecting special materials written by Pennsylvania authors. It seems to me that this is a fascinating area, one that might be explored through a minigrant funded by the Pennsylvania Council on the Humanities.

This program will feature lectures on the works of Pennsylvania authors. These lectures will be presented by speakers from local colleges and universities. The Writer's Council is working on some catchy publicity campaigns such as "Take a writer to lunch," "Take a writer to the Beach," and "Take a Pennsylvania author to bed."

We do not do enough to take advantage of the local talent that exists in our communities. This sample program from the Council on the Arts could be tied in with the minigrants that are available from the Pennsylvania Council on the Humanities.

Thomas Phelps

I want to tell you that The National Endowment's Annual Report shows that grant monies are going to Philadelphia and to Pittsburgh for the most part. This is not necessarily the Humanities Council's fault. As a grant-making officer myself, I realize that grants can only be given to those who apply for them. It is my concern, at the national level, that rural areas become served. But if rural libraries don't apply, we can't show in our annual report that we gave rural areas any money. Perhaps the best way to serve rural areas is to hold workshops such as this one. I want to

encourage you in small groups, and individually, to apply to these state councils. I think we can do more than just offer encouragement. I want to emphasize the fact that staff members at both the national and state levels will help you write a grant proposal if you come forward with a basic idea.

If you are the slightest bit interested in writing a grant proposal, do come forward. Let your imagination run wild. I am sure you can come up with some ideas. The councils have resource people who will come to your town in order to help you put a project together.

We are currently working on some workshops that are being planned with the cooperation of the American Library Association. This project will serve both the PLA and ACRL. Six regional workshops will be held within the next year and a half. These workshops will combine the resources of the state humanities councils and those of the National Endowment for the Humanities and will take the form of two and three day sessions on the subject of grant-making. These workshops will be advertised. In order to participate in these workshops it will be neccesary to enlist the support of a community college or other academic institution so that they will send a representative humanist and an academic librarian to accompany the public librarian.

You can adapt this idea on a regional basis. These three day workshops will be intense, but I think they will help you learn how to administer a grant, how to write a proposal, and will help you formulate ideas for humanities programming.

Richard Cheski

Let me tell you what we have done in Ohio to get more rural areas involved in grant projects. Let's say that you have an idea, but you are not sure if it relates to the humanities. We encourage you to call your state humanities council and talk with staff members. They can help you polish your proposal. The main problem that most grant-writers face is trying to locate humanities scholars to work with.

Many of the councils offer minigrants. These are great grants because all of the paperwork can be done on just one page. Contact your state humanities council; they can give you the address of a humanities scholar in your area who has some experience in writing grant proposals. These $200 grants are very small. They are intended to provide a little incentive for the humanities scholar who can not afford to donate his time and energy to your project. The humanities scholar meets with the librarian and members of the community to assist in developing a grant proposal. I know that the state humanities councils give these minigrants, and I think they also give technical assistance grants. You don't have to worry about writing the grant proposal, you can get help every step of the way.

We helped a library design a program that examined the historical background of the local Mennonite community. The program investigated how the Mennonites had affected the government and growth of the community. We identified several humanities professors at Blufton

College (a Mennonite college) who were familiar with the cultural background of the Mennonite people. This program was very effective in spite of the fact that it was not funded by a large grant.

QUESTION FROM THE AUDIENCE

I am from Clearfield County. I drive a bookmobile and cover an area that has a population of 74,000 people. A lot of the children who come to the bookmobile come from families with parents who do not read. My question is, "How do you get these parents involved in reading?" These are people who are poor readers, but they need the information that reading can supply them with.

In my area many people have GED diplomas. It does not necessarily follow that they are in a position to derive enjoyment from reading. Wnat kind of program would appeal to these people and get them involved in reading? I thought the Great Books Program that was discussed this morning sounded interesting, but how can we get poor readers to become involved in these programs?

RESPONSE FROM ROBERT CASE

Your concern is probably shared by others. I can understand your frustration. You probably spend forty hours per week on the road in the bookmobile and have little time to plan programs.

Unfortunately, many parents do not take the time to read with their children in order to reinforce the readings skills they learn in school. This situation is not merely a rural phenomenon. Within your jurisdiction you have reading consultants, intermediate

units, and other reading experts available who can be consulted. I believe you may have a literacy volunteer program and you have the GED program. I suggest that you get in touch with four or five people and discuss the problem. A number of reading programs are being tested and implemented right now. The Virginia Matthews Community Reading Program that is currently being used at Stanford could yield some interesting tips.

How can we relate these reading programs to the humanities? How can we use the humanities to resolve this problem? Talk to your state humanities council. See if anyone has developed a program along these lines. Find other people who share your concern. Together you can develop some kind of strategy. Don't think that you must write the proposal alone, implement the project alone, and do the programming. There are others who can help you with this.

RESPONSE FROM ELLIOT SHELKROT

This may sound heretical coming from a librarian, but I think the approach in that kind of situation should be to abandon reading for the time being. One rural library in Pennsylvania that tried to sponsor programs found that every time they planned something, they ran into competition with a tractor-pull. They decided to have a series of programs on tractor pulls! They examined what makes people so interested in the idea of challenging tractors.

I thought this was an interesting idea for a small humanities grant proposal. This program attracted people to the library

who had never been there before. This represented a back-door approach to library programming, but libraries exist to disseminate information, and tractor pulls are part of the culture of many rural communities. If some people were encouraged to read about tractors, then the program was successful. I am suggesting that perhaps we should take the back-door approach to promoting the humanities.

RESPONSE BY ROBERT CASE

I may be way off base, but I wonder if some local industries could work together to encourage reading? The manager of a local industry could indicate to his employees that reading can contribute to their success on the job. He could stress the fact that we must read if we want a business to grow and make a profit. The bonuses and salary increments could depend upon employees inproving their reading skills over a period of time. People who wanted to keep their jobs and earn more money would be motivated to read. I'm not certain how such a project could be related to the humanities, but there are others who could help you in this respect.

QUESTION RAISED BY DR. VAVREK

I have a question I would like to ask the audience and the speakers. This will change the direction of our discussion a bit. How would you react to some people who claim that the public library has emphasized adult services too much and that this emphasis on adult services needs to be changed?

RESPONSE BY ROBERT CASE

I do not believe that public libraries have emphasized adult services too much. The adults who attend programs at the Lancaster County Library represent less than two percent of the total population of the area. I don't think the people who say that adult programs receive too much emphasis are speaking for the 300,000 people in my area who haven't even come to the library.

There is strong support for children's programming, and we can do exciting things for children, but to drop programming for anyone over the age of 12 or 14 would be a mistake.

Earlier this morning someone remarked that the library is the peoples'university. It offers an alternative education program, and provides current awareness services. If we don't provide these things, we are not doing our job. We have to accept the responsibility for providing programming for all ages. Even though the Office of Aging has a lot of money and they sponsor activities for senior citizens, libraries should offer other kinds of programming for older Americans. If we don't provide programming for adults, we are saying that they don't count--that the adults who pay taxes and support the library just don't count.

QUESTION FROM THE AUDIENCE

Some years ago I worked on a Senior Citizen Outreach Program that was sponsored by a library. I talked to various agencies in Clarion County that provided programs for senior citizens. I went to a hot meal program that was held in a fire hall. The

program that day included the hot meal, blood pressure testing, and a craft program. Many of those who attended were concerned about the high cost of drugs.

I realized that there is a group of affluent retired senior citizens in this rural area who never come to these programs. Perhaps they would support a humanities program. However, people who live in county homes, and people who are housebound are also entitled to a humanities program. Transporting these people to the library to attend a program presents a problem.

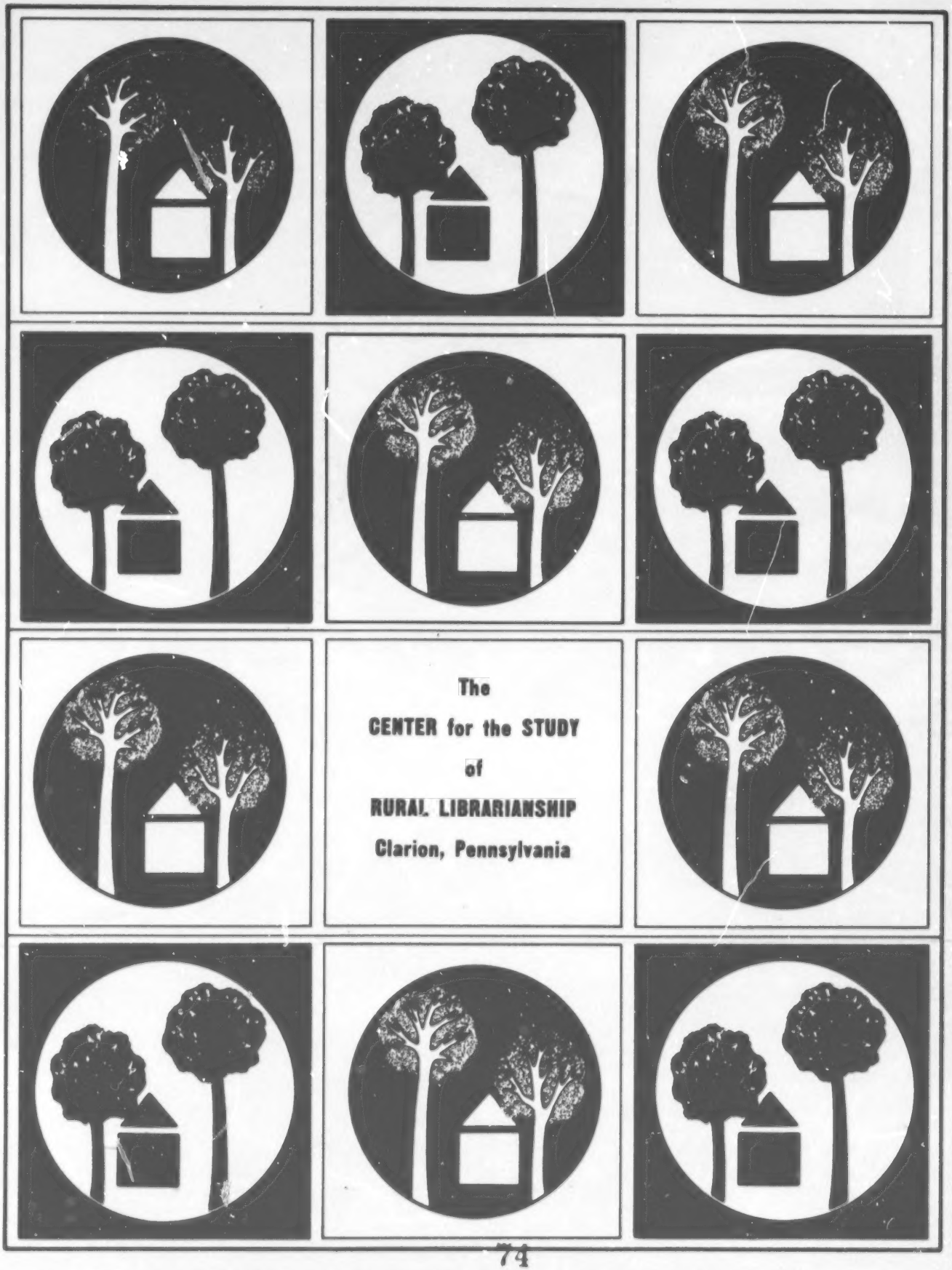
I think that some person who has the time should identify these unserved groups and begin to design programs for them. Someone should coordinate the activities of the various agencies, the extension agents, the senior citizen groups, and the college community.

RESPONSE BY RICHARD CHESKI

Several issues have been raised. I think we need to identify basic library services to housebound senior citizens. We need to distinguish between basic library services and special humanities programming. If a librarian receives more than two humanities grants a year, he is fortunate. Humanities programming is not a service that is offered day after day, week after week.

As a librarian works in a community, he becomes familiar with the concerns expressed by community members. In order to sponsor a successful humanities program the librarian must know his community and be aware of the underlying influences. Librarians can not implement humanities programs all by themselves. They need to

involve other people in the planning process.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